



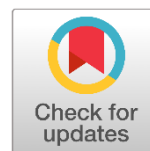
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Impact of Teachers' Upgradation Policy on Education Quality: Primary School Level in District Swabi

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ABSTRACT

A new service structure for teachers will probably soon be introduced by the Khyber Pakhtunkhwa administration. According to a representative of the department of elementary and secondary education, this has long been a requirement of instructors working in the same grade in public schools. Thus, the present study sought to explore the impact of teachers' upgradation policy on education quality at primary school level in district Swabi. The current study was designed as descriptive in nature in which the data was collected concerning the existing status of the subject of the study. All the 591 government primary schools constituted the population of the study. In which 2392 teachers were the target population of the designed study. From the total population a sample of 100 primary school head teachers were randomly selected as sample for the study. Therefore, a closed end questionnaire was adopted on the 3-point scale, contained 10 items by taking input from supervisor. Findings of the study shows that Majority of the sampled respondents opined that it is a good step taken by the government. Most of the sampled respondents were of the opinion that upgradation policy is best suited for all of the teachers from the primary. Moreover, Government may upgrade 50% of in-service teachers through upgradation and Government may reserve 50% for the new induction through ETEA/NTS are some of the recommendation based on study findings.

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1. INTRODUCTION

A new service structure for teachers will probably soon be introduced by the Khyber Pakhtunkhwa administration. According to a representative of the department of elementary and secondary education, this has long been a requirement of instructors working in the same grade in

public schools. Teachers who increase their academic credentials will have greater opportunity to advance to the next grade under the new service structure. The existing service model for teachers in schools lacks such incentives. The official claimed that under the new policy, the teachers of primary schools might be promoted as posted as headmaster of the high schools in Grade 18, if he earned all the necessary credentials. According to the new policy, a 50% quota of CT teachers has been set aside for the teachers of primary schools based on their seniority, and fitness level. A primary school teacher must have at least experience of five years, and the essential professional credentials in their particular field to qualify to become a CT. The official stated that the remaining 50% of CT would be hired directly. Like that, elementary school teachers will be promoted to fill the remaining 20% of the DM, PET, TT, and AT positions. Teachers from many cadres in BPS 9 are

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appointed directly under the current service system, comprising of certified teachers (CT), physical education teachers (PET), drawing masters (DM), Arabic teachers (AT), and theology teachers (TT). In addition, the official stated that 20% of SST positions in Grade 16 would be filled directly and the remaining 80% would be filled by CT promotions. Additionally, a 20% quota has been aside for the promotion to SST of DM, PET, TT, and AT. Therefore, only 20% of high school headmasters would be directly hired, and 80% of SST teachers will be promoted to the positions of headmasters. In the past, elementary school teachers were hired solely on the basis of their academic credentials, but the selection process would now take other factors into consideration, according to the director of Education Sector Reform Unit, "Raja Saad Khan". Further he insisted about direct hiring, academic qualifications would receive 60 marks, and screening test would be administered by the Education Testing and Evaluation Authority (ETEA), would receive 40. Raja Saeed claims that the goal of the new service structure is to draw outstanding individuals into the teaching field. The additional director of the elementary and secondary education department, Hakeem Ullah Khan, stated that moving up a grade will motivate teachers to advance in their credentials. According to him, the new regulation would benefit all teachers, particularly the 75,000 primary school instructors who were previously prohibited from being promoted to the following grade.

The present study sought to explore the impact of teachers' upgradation policy on education quality at primary school level in district Swabi.

- To describe the opinion of teachers regarding the upgradation policy at primary school level.
- To identify the impact of teacher upgradation policy on education quality at primary school level in Swabi district.

1.1. Research Questions

- What are the views of teachers regarding the upgradation policy at primary school level in Swabi district?
- What are the impacts of the teachers' upgradation policy on education quality at primary school level in district Swabi?

Teaching may considered to be the only profession which is adopted by approximately 70% individual by chance. This chance aspect is a big hurdle to achieve the goals of quality education. This study would identify the impact of upgradation policy on quality of education at primary school level. It beneficiaries will be all the stakeholder belongs to teachers learning process like teachers, students, parents and government. It will help to highlight the process of elimination of chance aspect from this profession. The present study was delimited to the male public sector primary schools of Swabi district.

2. LITERATURE REVIEW

1.2. Primary Education

Since the beginning of time, human beings have placed a high priority on education and the

democratization of society. The nation's population depend on education for knowledge and economic growth, and it is the primary source of discipline. It serves exceptional purposes in raising the level of living for a nation's population. The primary duty of the state is to provide educational opportunities and facilities to ensure socially responsible, educated, and helpful citizens. As a result, education is regarded as the most important and fundamental component of all social needs and objectives worldwide. Pakistan is a developing country, and for the growth and prosperity of the country, educational advancement is crucial. However, education, as a formal social institution which provides educating and skill development of their citizens mentally, physically, morally, and even philosophically, fosters a nation's self-consciousness through sensitizing its citizens (Anees, 2001). Furthermore, education is crucial for the societal growth of and their citizens. If we want to include Pakistan in the global framework of human-centered economic development, the education system of Pakistan must be structured to enable the creation of responsible and informed people (Govt. of Pakistan, 2009). However, education is widely recognized as a path to the economic success as the key indicator to the scientific and technical advancement (Bhatti et al., 2010). As a result, it is essential for the development of human capital and a tool for long-term socioeconomic expansion. In addition to battling unemployment, education also spreads political socialization and cultural vigour and affirms the validity of the foundations of social equality, awareness, tolerance, and self-esteem. By increasing personal productivity and effectiveness, it creates a trained workforce capable of guiding the economy down the road of economic progress. According to Khan (2002), basic education can aid in the eradication of poverty by increasing income and improving physical and nutritional health. The most crucial stage in raising the foundation for future social, cultural, and economic development is education, particularly primary school (Govt. of Pakistan, 2002). The foundational tier of the educational pyramid is primary education. It is crucial to a person's daily existence (Zeb, 2004).

1.3. Factors Enhancing Quality of Education

According to Article 25-A, a child has the right to a free, compulsory, and high-quality education up to grade 5. A high-quality education entails having students who are in good health, who are fed properly, who are prepared to participate in class, and who have the support of their families and communities. a healthy, safe, gender-sensitive, and competitive physical environment. Content expressed in pertinent curricula and resources for the skills of fundamental learning, mainly in reading, numeracy, and life skills, as well as information in such fields as gender, health, nutrition, and peace. The techniques that well-trained teachers use in order to support learning and lessen inequities include effective evaluation, well-managed classrooms and schools, and child-centered teaching methodologies. The educational system wherein a teacher's responsibility is to impart knowledge, alter students' attitudes, and foster their abilities.

1.3.1. Quality of Content/Curriculum

A school's intended and taught curriculum is referred to as having quality content. Curriculum creation and implementation should begin with the set national goals for

the attainment of education, and outcome statements that translate those goals into quantifiable outcomes (UNICEF, 2000).

Therefore, the current knowledge of curriculum organization in schools is influenced by research on educational practices and predictions of societal demands in the future. Authentic and contextualized problems of study, depth rather than broad covering of key knowledge areas, and problem-solving that prioritizes the development of skills as well as knowledge acquisition should all be priorities in curricula. The organization of the curriculum should take into account how children of different genders, skills, and backgrounds learn, as well as how to resolve conflicts and address newly arising challenges. However, curriculum should be based on the clearly stated learning outcomes that are appropriate for grade level and correctly sequenced in all academic areas (see, for example, Kraft, 1995).

1.3.2. Physical Facilities

Physical conditions affect students learning indirectly. After accounting for students' backgrounds, some scholars claim that the available empirical evidences are inconclusive on the association between school building conditions and higher student accomplishment (Fuller, 1999). A study in Latin America involving 50,000 students in grades three and four discovered that those students who attended schools with insufficient classroom supplies and a library were meaningfully more likely to perform poorly on tests and repeat grades than students who attended schools with adequate resources (Willms, D., 2000). These latter conclusions are supported by additional investigations conducted in Papua New Guinea, Botswana, and Nigeria (Pennycuik, 1993).

The condition of classrooms and other school facilities may be linked to various aspects of educational quality, including the availability of sufficient textbooks and instructional materials, student and teacher working circumstances, and instructors' capacity to use particular instructional strategies.

1.3.3. Status of Teachers

The term "status," has been derived from the Latin word "standing," relates to one's standing in the domain of society (Hargreaves and Flutter, 2013). Many clashes have been wrestled in the history to swing the prominence of the status from ascribed status, which has been determined by their birth into a specific social decorum, to achieved status and a relaxed lifestyle accomplished by individual professional and educational achievement. Turner (Hargreaves and Flutter, 2013, p. 4) differentiates between the objective and subjective scopes of the status, or how's folks perceive their own prestige. The objective dimension of status refers to a person's socio-legal privileges. This study, however, does not concentrate on the subjective and objective social status of individual instructors, but rather on the status and reputation of teaching as a profession. According to Hoyle (Hargreaves and Flutter, 2013), these are:

- Occupational prestige: How an occupation is seen by the general public in relation to other vocations
- Occupational status: any sort of classification that well-informed groups assign to a particular occupation, or whether educated groups i.e. government employees,

policymakers, and even social scientists reflect teaching to be a vocation or not

- Occupational esteem: the appreciation that the general public has for a profession as a resultant factor of the personal traits that its members are supposed to bring into their primary duty

1.3.4. Inclusive Education

Congruently, it has been alluded that 164 nations agreed to provide high-quality primary education for all of the children in these nations by 2015 or sooner during in the World Education Forum held in Dakar, Senegal, in April 2000 (UNESCO, 2000). Prior to the Senegal meeting, different legislatures and personnel from the Asian-Pacific regions met to reach agreement on the subject and additionally to create a plan of action: Everybody must have access to a primary and basic education of high quality that emphasizes the development of the "whole" person, including health, cognitive, nutrition, and socio-psychological development. To make this possible, educational systems must be able to integrate the formal and non-formal programs, and approaches in the inclusive and integrated systems of primary and basic education for the purpose to respond to the dire needs of child, youth, and adult learners. To include the excluded, a firm and sincere assurance must be made, and the identification and documentation of the unreached children who aren't in the school, although the promotion of creative and numerous ways by the governmental departments and different NGOs [Non-governmental Organizations] must receive greater, more specific focus and commitment to address their diverse educational requirements. The Dakar Declaration also stressed on the integral portion of the educational system, and these steps need to be taken to guarantee that every category of children with disabilities has equal access to education (UNESCO, 2000, p. 58). But in reality, 95 percent of disabled children in underdeveloped nations do not attend school (Richler, 2004). This objective will be difficult to attain in poorer nations. Children in rural areas are often not given access to special need based schools because they are stereotypically found in the urban areas of the developing nations. The declaration's purpose can be further by giving teachers training to help them become more knowledgeable about and adept at educating children with impairments.

1.3.5. Family Support

It is possible that parents don't always have the sufficient resources and knowledge necessary to assist their kids' cognitive, and psychosocial growth during their school years. For instance, the educational level of parents can have a variety of effects on how well children learn in school. According to one study, children with parents who only completed primary school were more than three times as likely to repeat a grade or receive poor test results as those whose parents completed at least their secondary education (Willms, 2000). Therefore, parental education affects not just how parents and children interact when studying, but also how much aid parents need in the house or in the workplace, which frequently means that kids' attendance in school suffers as a result (Carron & Chau, 1996). The ability of parents with limited formal education to promote learning and engage in school-related activities may be hampered by their unfamiliarity with the language used in the institution.

1.3.6. Students Interest

Interest is thought process that adds to learning and achievement. The interest seems to be crucial for learning and academic success from this standpoint. However, we think that interest is crucially significant in and of itself, regardless of how vital it is for performance and achievement. In fact, the main purpose of the college education is to assist their students in identifying their actual passions and in choosing a career path based on those interests. Thus, it is possible to consider interest to be crucial for adjustment and satisfaction in life. The primary significance of interest in our lives is lost when it is reduced to the function of a mediator (a motivational process that is significant only because it affects performance). Happiness and life satisfaction, according to researchers in positive and health psychology are crucial elements of wellbeing (Lucas, 2007; Sheldon & Lyubomirsky, 2007). Finding things that interest us plays a significant role in determining how satisfied we are with our life, and failing to do so leaves us feeling uneasy and unsatisfied (Sheldon & Elliot, 1999). As a result, we concur with the viewpoint that interest is a momentous factor in the success, whether it would be in academics, in athletics, even in other spheres of lives (Harackiewicz, Durik, & Barron, 2005; Maehr, 1989; Hidi & Harackiewicz, 2000; and Nicholls, 1979).

1.3.7. Activity-Based Learning

Both of the services i.e. in-service and pre-service, teacher education should support instructors in creating lesson plans and instructional strategies that take into consideration the most recent research on how children learn. Both the content and the teaching strategies should be focused on the needs of the students. The outdated notion that teaching is only the dissemination of information does not align with modern theories about how and what students learn. Instead, training should support students in expanding their knowledge base while building on existing knowledge to assist them develop attitudes, beliefs, and cognitive skills. However, traditional, teacher-centered, and largely inflexible or even dictatorial teaching methods are still prevalent in many regions (Carron & Chau, 1996). About half of Ethiopian instructors who were asked how much they centered their teachings on the needs of the students and made them relevant to their lives claimed they did so at least once a week. However, almost two-thirds claimed they seldom or hardly ever inquire about students' interests or preferred areas of study (Verwimp, 1999). Programs like the Bangladeshi project on Multiple Ways of Teaching and Learning can promote a greater knowledge of student-centered learning. The project, which was started in 1994, enhances teachers' abilities by utilizing multiple intelligences theory and brain research as the foundation for comprehending children's requirements (Ellison & Rothenberger, 1999).

1.3.8. Teacher Competence and School Efficiency

The best educators, those who are best at facilitating student learning, have a profound understanding of both their subject matter and pedagogy (Darling-Hammond, 1997). However, there are large regional and even national variations in the amount of preparation that teachers undergo prior to starting their job in the classroom. For instance, between 35 and 50 percent of kids have teachers that lack teacher preparation in Cape Verde, Togo, and Uganda. However, over 90% of children in Benin, Bhutan, Equatorial Guinea, Madagascar, and Nepal have teachers

who have had some kind of teacher preparation. In contrast to Cape Verde and Tanzania, where more than 60% of children have teachers with only a primary education, the majority of teachers in these later nations have at least a lower secondary education (Postlewaithe, 1998). A number of teachers in China, Guinea, India, and Mexico were noted to possess neither a mastery of the subject matter they taught nor the pedagogical abilities necessary for an effective presentation of the content. This may be the result of inadequate training prior to entering the profession (Carron & Chau, 1996). This has an impact on educational quality since instructors' subject-matter expertise and their capacity to apply it to facilitate student learning are key factors in student accomplishment, particularly beyond the basics (Mullens, Murnance, & Willett, 1996). Following a two-week orientation training and in addition to weekly trainings in Madrasa Resource Centers, a recent review of the East African Madrasa (Pre-school) Program emphasized the value of mentorship by trainers in the form of ongoing support and reinforcement of teacher learning. (Brown, Sumra, & Brown, 1999).

1.3.9. Fairness in Assessment

From the viewpoint of the student, the topic of fairness is a crucial component of assessment that is frequently disregarded or overgeneralized by the staff. For students, the ideology of fairness frequently encompasses more than just the threat of cheating; it is a very sophisticated and complicated idea that the usage to express how they view an evaluation process, and it has a tight relationship to our ideas of validity. Students frequently voiced their opinion that traditional assessment is a poor indicator of student learning. Many argued that end-point assessments or evaluations, particularly those that were limited to a single day, were more dependent on luck than they were on accurately gauging current performance. Students frequently expressed concern that it was too simple to exclude significant chunks of the course material from essays or tests and yet receive good grades. Many students felt completely powerless to exert any kind of influence during the evaluation of their own learning. They were subjected to routine evaluations as opposed to activities in which they might participate actively.

Students' perceptions of poor learning, lack of control, random, and irrelevant tasks in relation to traditional assessment contrasted sharply with perceptions of excellent learning, engaged student participation, opportunities for feedback, and meaningful tasks in relation to alternative assessment (Sambell, McDowell & Brown, 1997).

3. RESEARCH METHODOLOGY

The current study was designed as descriptive in nature in which the data was collected concerning the existing status of the subject of the study. All the 591 government primary schools constituted the population of the study. In which 2392 teachers were the target population of the designed study. From the total population a sample of 100 primary school head teachers were randomly selected as sample for the study. Therefore, a closed end questionnaire was adopted on the 3-point scale, contained 10 items by taking input from supervisor, and from reviewed literature. Therefore, the adopted questionnaire was individually distributed by the researcher through physical visit to the

taken sample schools, and thus responses were collected back after an interval of one week. Afterwards, the collected data were analyzed using percentage as a statistical tool for interpretation of the results.

1.4. Analysis of data

Table 1

Is upgradation policy is a good step taken by government	Yes	Neutral	No
Frequency	95	0	0
Percentage	95%	0%	0%

Table 1 indicates that 95% of the sampled respondents were of the opinion that it is a good step taken by the government.

Table 2

Is upgradation policy best suited for all primary school teachers?	Yes	Neutral	No
Frequency	88	0	12
Percentage	88%	0%	12%

Table 2 indicates that 88% of the sampled respondents were of the opinion that upgradation policy is best suited for all primary school teachers

Table 3

Is upgradation helps to eliminate the factor of chance from primary school teaching?	Yes	Neutral	No
Frequency	91	0	7
Percentage	91%	0%	7%

Table 3 indicates that 91% respondents were of the view that upgradation policy help to eliminate the factor of chance from primary school teaching.

Table 4

Is upgradation policy serve as a source of motivation for teacher to improve their qualification?	Yes	Neutral	No
Frequency	100	0	0
Percentage	100%	0%	0%

Table 4 indicates that 100% respondents were of the opinion upgradation policy helps teachers to improve their qualification.

Table 5

Is upgradation policy serves best in promoting highly qualified primary school teacher to the higher grades and schools.	Yes	Neutral	No
Frequency	100	0	0
Percentage	100%	0%	0%

Table 5 indicates that 100% respondents were of the view that upgradation policy serves best in promoting highly qualified primary school teachers to the higher grades and schools.

Table 6

Is with upgradation teacher performing more effectively in schools?	Yes	Neutral	No
Frequency	95	0	5
Percentage	95%	0%	5%

Table 6 indicates that 95% respondents were of the opinion that teacher were performed more effectively in schools.

Table 7

Is upgradation policy serves best to improve quality of education?	Yes	Neutral	No
Frequency	100	0	0
Percentage	100%	0%	0%

Table 7 indicates that 100% respondents were of the opinion that upgradation policy serves best in improving the quality of education.

Table 4.8

Is upgradation policy attract highly qualified individual toward teaching profession?	Yes	Neutral	No
Frequency	100	0	0
Percentage	10%	0%	0%

Table 8 indicates that 100% respondents were of the opinion that upgradation policy may attract highly qualified individual toward teaching profession.

Table 9

Is teachers' satisfaction help in building students understanding in primary school?	Yes	Neutral	No
Frequency	94	1	5
Percentage	94%	1%	5%

Table 9 indicates that 100% respondents were of the opinion that teachers' satisfaction help in building students understating in primary school.

Table 10

Is the results of the school are improving day by day due to upgradation policy.	Yes	Neutral	No
Frequency	100	0	0
Percentage	100%	0%	0%

Table 10 indicates that 100% respondents were of the opinion that the result of schools are improving day by day due to upgradation policy.

4. RESULTS & FINDINGS

- Table 1 indicates that 95% respondents were of the opinion that it is a good step taken by the government
- Table 2 indicates that 88% respondents were of the opinion that upgradation policy is best suited for all primary school teachers

- Table 3 indicates that 91% respondents were of the view that upgradation policy help to eliminate the factor of chance from primary school teaching
- Table 4 indicates that 100% respondents were of the opinion upgradation policy helps teachers to improve their qualification
- Table 5 indicates that 100% respondents were of the view that upgradation policy serves best in promoting highly qualified primary school teachers to the higher grades and schools
- Table 6 indicates that 95% respondents were of the opinion that teacher were performed more effectively in schools
- Table 7 indicates that 100% respondents were of the opinion that upgradation policy serves best in improving the quality of education
- Table 8 indicates that 100% respondents were of the opinion that upgradation policy may attract highly qualified individual toward teaching profession
- Table 9 indicates that 100% respondents were of the opinion that teachers' satisfaction help in building students understating in primary school
- Table 10 indicates that 100% respondents were of the opinion that the result of schools are improving day by day due to upgradation policy

5. CONCLUSIONS

Majority of the sampled respondents opined that it is a good step taken by the government. Most of the sampled respondents were of the opinion that upgradation policy is best suited for all of the teachers from the primary schools. All of the sampled respondents had the view that upgradation policy helps to eliminate the factor of chance from primary school teaching. All of the respondents were of the opinion upgradation policy helps teachers to improve their qualification. All of the respondents were of the view that upgradation policy serves best in promoting highly qualified primary school teachers to the higher grades and schools. Majority respondents were of the opinion that teacher was performed more effectively in schools. All of the respondents were of the opinion that upgradation policy serves best in improving the quality of education. All of the respondents were of the opinion that upgradation policy may attract highly qualified individual toward teaching profession. All of the respondents were of the opinion that teachers' satisfaction helps in building students understating in primary school. All of the respondents were of the opinion that the result of schools is improving day by day due to upgradation policy

5.1. Recommendations

- Findings of the study reveal that the teacher might be upgraded based on departmental test or interview
- Government may upgrade 50% of in-service teachers through upgradation
- Government may reserve 50% for the new induction through ETEA/NTS

- An evaluation procedure might be carried out to check the instructional competence of upgraded teachers

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